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ABSTRACT

This volume presents suggested curriculum guidelines for an effective bilingual program, with specific focus on instruction in health, science, social studies, New Mexico history, English as a second language, and multiculturalism, at the fourth grade level. The philosophy of the program views bilingual education as a vehicle and pedagogical tool to be used to better prepare all children to function in society. The point of departure for formal learning and formal training is the linguistic and cultural heritage that the child brings to the school situation. The Learning Loop method is used, involving five basic steps in the presentation of all subject matter: (1) diagnosis--recognizing the child's needs; (2) prescription--outlining the child's learning activities; (3) commitment--willingness of the child to learn; (4) treatment--teaching time spent; (5) evaluation of the child's accomplishments. The volume is divided into six major sections, each dealing with one of the subject areas and itself divided into smaller units. The guidelines for each unit are presented in terms of concept or objective to be taught, content, resources and materials, and evaluation. Criterion-referenced inventory cards for student evaluation accompany the text. (CLK)

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SUGGESTED CURRICULUM GUIDELINES FOR AN EFFECTIVE BILINGUAL PROGRAM 1973 - 1974

SALUD.....HEALTH

CIENCIA.....SCIENCE

CIENCIA SOCIAL.....SOCIAL STUDIES

HISTORIA DE NUEVO MEXICO.....NEW MEXICO

INGLES COMO SEGUNDO IDIOMA.....ENGLISH AS A SECOND LANGUAGE

MULTICULTURALISMO.....MULTICULTURALISM

.....

FOURTH GRADE LEVEL IV

SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM
ARTESIA PUBLIC SCHOOLS
ARTESIA, NEW MEXICO 88210

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PHILOSOPHY OF BILINGUAL EDUCATION

IN THE

SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM TITLE VII ESEA

IT IS OUR BELIEF THAT BILINGUAL EDUCATION IS A VEHICLE AND A PEDAGOGICAL TOOL TO BETTER PREPARE ALL CHILDREN TO FUNCTION AS SUCCESSFUL CITIZENS IN A DEMOCRATIC SOCIETY. IT ALSO ACKNOWLEDGES THE STRENGTHENING OF A SOCIAL MULTI-CULTURAL EXISTENCE AND THE PERPETUATION OF ALL CULTURES IS OUR UNITED STATES OF AMERICA. IT IS OUR FIRM BELIEF THAT ALL CHILDREN SHOULD BE GIVEN THE OPPORTUNITY TO ADVANCE HIS COGNITIVE, AFFECTIVE, AND PSYCHOMOTOR SKILLS IN BOTH THE SPANISH AND ENGLISH LANGUAGE AND CULTURES TO THE UTMOST OF HIS CAPACITY. WE HOLD THAT THE LINGUISTIC ABILITY AND CULTURAL HERITAGE WHICH EACH CHILD BRINGS TO THE SCHOOL SETTING IS AN INVIOLATABLE AND ACCEPTABLE ENTITY WHICH FUNCTIONS AS A POINT OF DEPARTURE FOR HIS FUTURE FORMAL LEARNING AND FORMAL TRAINING.

M E T H O D O L O G Y

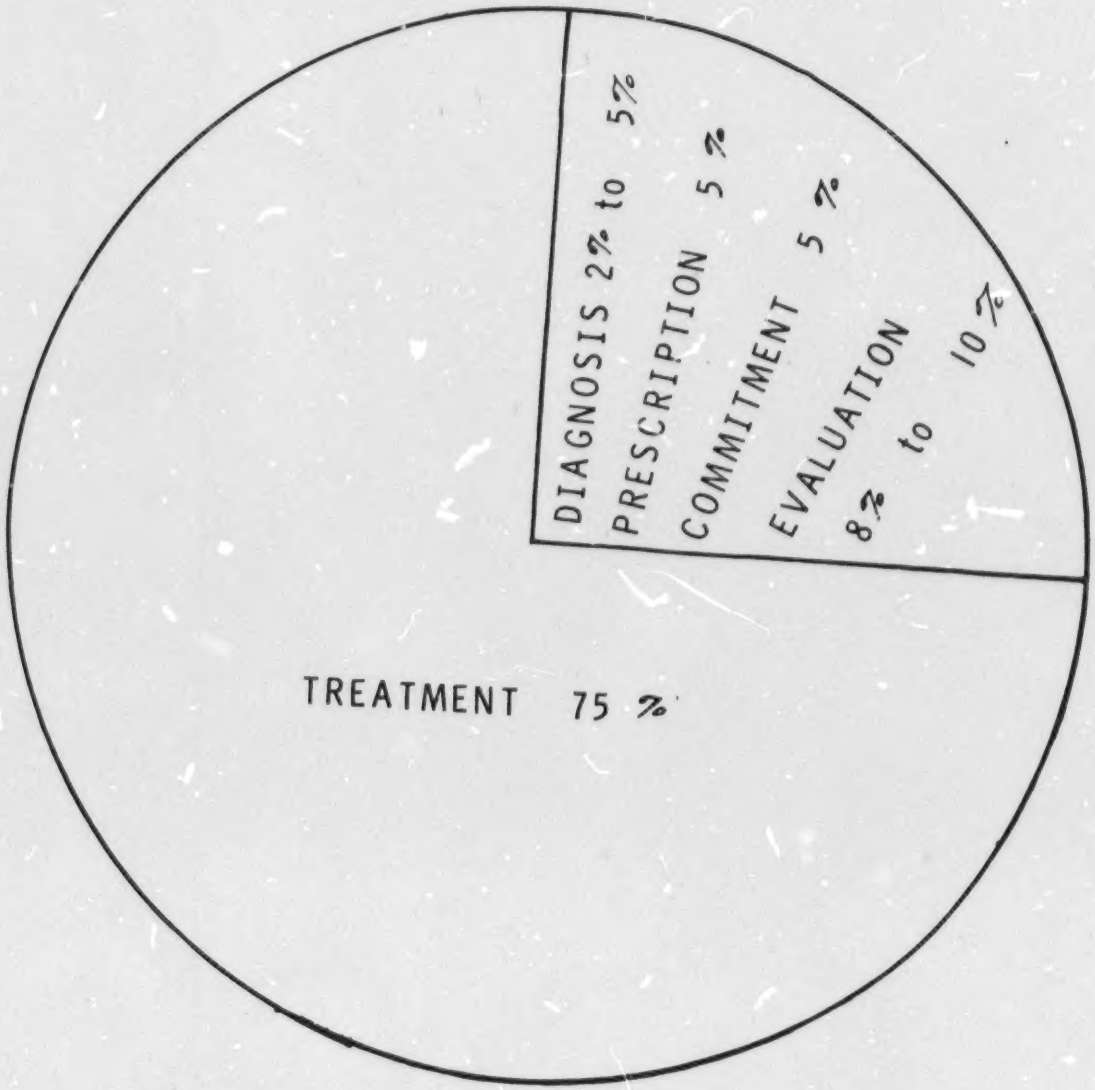
The Methodology which is proposed for Level IV in Health, Science, Social Studies, History of New Mexico, English As A Second Language and Multiculturalism in the Bilingual Curriculum is structured, but flexible and individualized to meet the needs of the child. Accountability is summarized through Criterion Referenced Cards which affords the learner a higher degree of success in learning.

The Learning Loop Method is used in teaching this level. This approach is in keeping with our Program's philosophy and goals. The teacher's time is allotted as follows: 2% to 5% in Diagnosis, 5% in Prescription, 5% in Commitment, 75% in Treatment, and 8 to 10% in Evaluation. The Paraprofessional will spend most of her/his time in the treatment portion of the Learning Loop. The Criterion Reference Cards will strengthen and reinforce this method by keeping a daily or weekly record of the child's accomplishments.

The following steps should be followed in presenting all subject matter as stated above.

1. Diagnosis ----------(Recognizing child's needs)
2. Prescription --------- (Outling the child's learning activities)
3. Commitment ---------- (Willingness of child to learn)
4. Treatment ---------- (Teaching time spent)
5. Evaluation ---------- (Child's accomplishment)

LEARNING LOOP



CIRCUITO DE APRENDIZAJE

QUARTO GRADO - SALUD

UNIDAD I REGLAS DE SECURIDAD
- A. Cuando vamos caminando
- B. Cuando vamos trepando
- C. Cuando tiramos dardos
- D. Cuando usamos navajas
- E. Cuando vamos a nadar
- F. Cuando volamos papalotes
- G. Cuando usamos máquinas electricas
- H. Cuando jugamos béisbol
- I. Tocante los primeros auxilios

UNIDAD II EL CUERPO HUMANO
- A. La función de estos órganos
  1. el corazón
  2. el cerebro
  3. el hígado
  4. los pulmones
  5. los riñones
  6. el estómago
  7. la vejiga
  8. los intestinos
- B. Las partes principales
  1. de la oreja
  2. del ojo
  3. de la piel

UNIDAD III CUANDO CRECEMOS
- A. El cuerpo Humano Crece comforme
  1. Altura
  2. Peso
  3. Medida del pie
- B. La persona aprende aser
  1. una persona buena
  2. una persona capáz
  3. una persona honrada

UNIDAD IV LOS ALIMENTOS
- A. Los cuatro grupos y cuantas porciones
- B. Una dieta buena es necesaria
- C. Cosas que nos da buen apetito

UNIDAD V EJERCICIOS O JUEGOS PARA FORTALECER EL CUERPO
- A. Defender el Castillo (Guard the Castle)
- B. Jalar con Fuerza (Pull over)
- C. Joaquín Brincando (Jumping Jack)
- D. Salton de Canguro (Kangaroo Hop)

UNIDAD VI SALUD
- A. Fé
- A. Física
- B. Mental

UNIDAD VII EL MUNDO DE LOS MICROBIOS
- A. Gérmenes
- B. Bacteria
- C. Moldes
- D. Viruela

FOURTH GRADE

SUBJECT: SALUD

UNIT 1 LESSON 1

UNIT TITLE: REGLAS DE SEGURIDAD (CUANDO VAMOS CAMINANDO)

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Hay reglas que debiéramos seguir cuando caminamos a pie.	Las reglas están en las páginas 140 y 141. No podemos ver colores oscuros por noche tan bien como colores blancos.	Empieza la discusión preguntando si hay algunos niños que vienen a la escuela a pie. Los niños leerán la página 140 silenciosamente. Los niños leerán y discutarán las reglas el las páginas 140 y 141. Obscurecán el cuarto para ver cuales colores de ropa se pudden ver mejor de noche: a. oscuros b. multicolores c. blancos	Health For All Book Four; 1965	Los niños seguirán las reglas que aprendieron para caminar a pie.

FOURTH GRADE
SUBJECT: SALUD
UNIT 2 LESSON 1

UNIT TITLE: EL CUERPO HUMANO
(EL FUNCION DE ESTOS ORGANOS, EL CORAZON)

Concept - Objective	Content	Activities	Resources Materials	Evaluation
El corazón importante del cuerpo.	El corazón es un musculo que es el centro de la circulación de la sangre.	La maestra **empezara** la discusión con un cartel enseñando un corazón. Hablará sobre la función del corazón (come circula la sangre) Los niños dibujarán un cuerpo con el corazón y asignarán el organo. Guardarán los papeles para después hacer un cuaderno. Escribirán una oración explicando que hace el corazón y lo escribirán debajo del dibujo.	Cartel (centro) Papel para dibujar, lápiz y colores.	

FOURTH GRADE

SUBJECT: SALUD

UNIT 3 LESSON 1

UNIT TITLE: CUANDO CRECEMOS

(EL CUERPO HUMANO CRECE ACOMFOY, ALTURA)

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Cada anó crecemos con forme a nuestra altura.	Crecemos conforme a. altura b. peso c. medida de pie	Los niños traerán tarjetas de calificación del año pasado para comparar las medidas de altura. Mantendrán un cartel gráfico señalando las medidas de altura de los niños durante el año. Leerán el cuento '' The Nurse Tells about Growing'' página 112 hasta 115 silencios y luego oralmente. Discutirán el cuento que leyeron en grupos.	Tarjetas de calificación del tercer grado. Health for All Book Four; 1965	Los niños sabrán que están creciendo en altura.

FOURTH GRADE

SUBJECT: SALUD

UNIT TITLE: LOS ALIMENTOS

UNIT 4 LESSON 1

(LOS CUATRO GRUPOS Y CUANTES PORCIONAS CADA DIA)

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Los alimentos pueden ser divididos en cuatro grupos y de cada grupo debemos comer diferentes porciones cada día.	Los grupos y sus porciones son: a. Productos lecheros 3 o 4 porciones b. Carne huevos y poscado 2 más porciones. c. Vegetales y fruta o más porciones. d. Pan y cereales 4 o más porciones.	Indentificarán los cuatro grupos de comidas en el cartel. Aumentarán a los grupos comidas que comemos aqui en el suroeste de los Estados Unidos. Harán un registre de todo que han comido en una semana deberian de tomar un registro otra vez corigiendo equivocos hechos la semana antes.	Cartel (centro) Cuaderno	Los ninos concerán los cuatro grupos de comida y cuantas porciones que debemos comer cada día.

FOURTH GRADE

SUBJECT: SALUD UNIT TITLE: EJERCICIOS O JUEGOS PARA FORTALECER EL CUERPO

UNIT 5 LESSON 1 (DEFENDER EL CASTILLO, GUARD THE CASTLE)

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Necesitamos ejercicios para fortalecer y mantener el cuerpo sano.	Un juego que podemos usar para ejercicio es "Defender el Castillo"	Todos las jugadores excepto el guardianse paran en un círculo. El guardianse para en un círculo pequeño al centro del otro circulo con dos bolas. Los jugadores tiran la pelota al centro queriendo tirar los bolos. El guardian usa sus manos pies, o cuerpo para bloquear los tiros.	Una pelota y tres bolos (bowling pins) diez o más jugadores.	Los niños jugarán el juego o juegos similares para mantener el cuerpo sano.

FOURTH GRADE

SUBJECT: SALUD

UNIT 6 LESSON 1

UNIT TITLE: SALUD (FISICAMENTE)

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Hay diferentes reglas que nos ayudan aser saludables físicamente.	Algunas reglas son: a. usar un paño cuando estornudemos. b. lavarnos frequentemente. c. leer donde hay suficiente luz. d. cepillar los dientes después de comer. e. cuando nuestro trabajo requiere que sirvamos comida debiéramos tener las manos limpias.	Los niños discutarán los retratos en la página 18. Leerán la página en silencio y luego oralmente. Hablarán de otras reglas que debemos seguir para mantener nuestra salud. Escogerán una regla y harán un cartel pequeño ilustrandola.	Health For All Book Four; 1965 Cartulina colores, plumas, de color	Los niños reconecerán varias reglas que debiéramos seguir para mantenernos saludables.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Gérmenes son una clase de microbios.	Microbios son pequeños animales y plantas. Necesitamos un microscopio para ver microbios. Los gérmenes son microbios dañosos que nos hacen daño.	Leerán las páginas 168, 169 y 173 en silencios 1965 y luego oralmente. Hablarán sobre las nuevas palabras. a. científicos b. medecina c. micropcopio d. enfermedades e. microbios f. células rojas g. células blancas h. vacuna i. anticuerpo La maestra dividirá la clase en tres grupos los más despacios tomarán las primeras tres palabras. Los promedios las siguentes tres y los más listos las últimas. Cada grupo encontrará tanto información como puedan.	Health For All Book Four; 1965 Diccionarios enciclopedias libros, películas y otras referencias.	Los niños identificarán los microbios y sabrán que gérmenes son parte de este mundo.

CIENCIAS - 4th Grade

UNIDAD I PLANTAS

A. Semillas
   1. Diferentas clases de semillas
   2. Las plantas nacen de semillas
B. Las partes de una Planta
   1. La raíz
   2. El tallo
   3. La hoja
   4. La flor
   5. El fruto
C. El hombre utiliza las plantas
   1. Alimento
   2. Alimento para los animales
   3. Las plantas que nos visten
   4. Para fabricar productos
   5. Medicinas
D. Arboles
   1. Nos dan madera
   2. Nos dan papel
   3. Nos dan protección
   4. Nos dan objectos de goma
   5. Otros Usos de árboles

UNIDAD II ANIMALES

A. Los animales se clasifican en different clases
B. Todos los animales son vivos y distintos
C. Los vertebrados
   1. Mamíferos
   2. Aves
   3. reptiles
   4. Anfibios
   5. peces
D. Invertebrados
   1. Insectos

UNIDAD III ADAPTACIONES A DIFERENTES CLIMAS

A. ¿Qué es el clima?
B. ¿Qué determina el clima en diferentes partes del mundo?
C. Climas de Antártica y Ártica
   1. Las gentes y animales que viven en este clima
D. Climas tropicales
   1. Las gentes y animales que viven en este clima

UNIDAD IV LA MATERIA-LAS MOLÉCULAS

A. Todas las cosas están hechas de material
B. Tres estados de material
C. Solidos
   1. Estado de las moléculas
   2. Características de sólidos
D. Líquidos
   1. Estado de las moléculas
   2. Características
E. Gases
   1. Estado de moléculas
   2. Características

UNIDAD V EL TIEMPO

A. Hay muchas formas del tiempo
   1. Día claro
   2. Día nublado
   3. Día ventoso
   4. etc.

B. Tres factores en que depende el tiempo
   1. El agua
   2. el aire
   3. El calor del sol

C. Formas del Agua
   1. Evaporación - Vapor de agua
      A. rocío
      b. escarcha
      c. niebla - neblina
      d. nubes-cirros, estratos, cúmulos, nimbos
      e. celajes-color
      f. arreboles
      g. lluvia
      h. nieve
      i. granizo

D. Los vientos
   1. vientos modernos
   2. huracanes
   3. ciclones-tifones
   4. tornados
   5. trombas marinas

UNIDAD VI EL AGUA SOBRE LA TIERRA

A. La importancia del agua

B. El agua se forma en
   1. charcos
   2. pantanos
   3. ciénegas
   4. manantiales
   5. lagunas
   6. lagos
   7. mares o océanas
   8. agua corriente- ríos

C. Represamos el Agua
   1. En represas
      a. usos ordinarios -beber, salud
      b. para energía
      c. para el sistema de regadío

UNIDAD VII El AGUA SUBTERRANEA

A. Niveles fracturicos altos
   1. cerca de la superficie

B. Niveles freatures bajos
   1. Lejos de la superficie

C. Posos para obtener agua
   1. posos antesanos
   2. La purificación del agua

UNIDAD VIII EL SISTEMA SOLAR

A. Tierra, luna y planetas
   1. La luna es un satélite de la tierras
   2. Los planetas del sistema solar y sus órbitas
   3. El año, el mes y el día son determinados por los

4. La gravedad en la tierra y la luna
5. La stratificacion gravitacional de la luna

UNIDAD IX TRANSPORTACIÓN

A. Transporte de ayer y hoy
B. Transporte en la
1. tierra
2. el agua
3. el aire
C. Máquinas de transporte

UNIDAD X COMUNICACIÓN

A. De ayer, De hoy
B. En la tierra, agua, aire
C. Máquinas de comunición

FOURTH GRADE

SUBJECT: SCIENCE

UNIT TITLE: PLANTS

UNIT 1 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
A better understanding of plants.	Plants are alive. We use plants for different things. Plants come from seeds.	Discussion of plants. Discussion of uses of plants. Page 1 of Science Bk for the 4th grade. Read with children and discuss the page. If possible have children work in groups and have them make up a small poem on plants.	Science book of La Ciencia En Tu Vida.	Particiapation in-Cooperation in-working in a small group and in discussion.

FOURTH GRADE

SUBJECT: SCIENCE

UNIT TITLE: ANIMALS

UNIT 2 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Promote a better understanding of animals.	We have different kinds of animals. Animals are classified into different groups. Animals have a distinct way of life.	Bring a variety of animals into the classroom. It can be prearranged with children before hand to bring different animals into the room. Discussion of different kinds of animals. What they eat, where they live and can develop. Children can break up into groups and research on different animals which were brought into the room.	Live animals of different kinds.	Participation cooperation willingness to continue research.

FOURTH GRADE

SUBJECT: SCIENCE

UNIT 3 LESSON 1

TITLE: DIFFERENT CLIMATES

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To understand what climate is. To try to understand why we have different climates.	**What is climate?** **Two climates— Artic climate, Tropical climate.** **Why do we have different climates?**	Discuss what word climate means. Show pictures and children will label them as being hot, cold, etc. Bring out globe and point out the Artic and tropical climates. Discuss reasons for differences in climates. Discuss with them in what kind of climate they would like to live and why. In Science Book read and discuss pp. 63-64.	Globe Science book 4 Pictures of hot, and cold regions.	Participation in discussion and activities. Children will know what climate is and will have a better understanding of why we have differences in climate.

FOURTH GRADE

SUBJECT: SCIENCE

UNIT TITLE: MOLECULES

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Show children that molecules exist and that everything is made of molecules.	Everything is made from molecules. Molecules exist in all things.	Discuss with children what molecules are. Include children in discussion explaining that everything is made from molecules. Point out different things in the room and ask children if these things are made from molecules. If teachers wishes, experiments to see if molecules really exist can be done. Science Experiments for Elementary Grades. #5403-7 p. 69	Science Manual #5403	Participation in activities will be able to tell you what molecules are.

FOURTH GRADE

SUBJECT: SCIENCE

UNIT 5 LESSON 1

UNIT TITLE: EL TIEMPO

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To understand better that we have different weather changes.	**We have different seasons.** **The weather changes daily.** **We have different temperature changes.**	Review seasons. Show pictures of different seasons. Have children write short paragraphs of things which happen during the season. Have children keep a record of temperature changes which occur daily. A discussion on reading and use of thermometer before using. Flannel board Cutouts can be used in the unit.	Pictures of seasons Thermometer Weather-Flannel Board cut-outs at center.	Participation Knowledge of what a paragraph is and their participation in writing one. Reading thermometer individually.

FOURTH GRADE

SUBJECT: SCIENCE

UNIT TITLE: EL AQUA

UNIT 6 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Show children the process of evaporation.	Where does water come from?	Draw on the board a diagram of the evaporation process. Explain to the children how this process works. Discuss the process with children and encourage them to ask questions. Have them draw a picture of the process of evaporation and display these.	Drawing Paper	Participation in discussion. Drawing and displaying drawings. Will know the cycle of evaporation.

FOURTH GRADE

SUBJECT: SCIENCE

UNIT TITLE: WATER

UNIT 7 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Show children that we get water from wells and we have to dig to obtain this water.	We dig wells to get water from the ground.	Discuss with children the pictures on page 192 of science book. Read the page to the children and after discussing with and answering the childrens questions, work experiments on p. 193. Have the children write a paragraph on the observation.	La Ciencia En Tu Vida #4 pp. 192-193.	Participation in Involvement By writing a paragraph you can evaluate how much children know or learned.

FOURTH GRADE

SUBJECT: SCIENCE

UNIT TITLE: EL SISTEMA SOLAR

UNIT 8 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To study in detail the members of the solar system.	The members of the solar system are the sun, planets, moon etc. Each planet is different.	Review with children the members of the solar system. Discuss the importance of the sun, the planets and their orbits. Use solar system transparcies and name the planets. Start studying the individual planets you can discuss a planet a day. A booklet where children can draw the individual planets and accumulate experiment on each day.	Solar System Transparcies at Yucca Library. slides at center apollo video tape flannel based materials	Participation in discussion and art activities.

FOURTH GRADE

SUBJECT: SCIENCE

UNIT TITLE: TRANSPORTATION

UNIT 9 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Study about transportation and how it has changed.	We have many forms of transportation. The forms of transportation have changed.	Discuss term transportation with children. Ask them to use term in sentences. Discuss various areas in transportation (air, land, water) After children can use the term transportation start discussion of the earlist forms of transportation if possible present pictures of these forms of transportation. Discuss these. Children can also bring pictures or magazines, divide into groups and make charts of the areas in transportation.	Nuestro Mundo #4 p. 197--	Participation

FOURTH GRADE

SUBJECT: SCIENCE

UNIT TITLE: COMMUNICATIONS

UNIT 10 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Study different ways of communication.	We have different ways of communicating.	Discuss the meaning of communication. Before you discuss the history of communications. Ask the children to try to tell you something without using words. Go on to discuss how people first communicated. Use pictures and show how people communicated. Some activities as transportation lesson can be done here.	Nuestro Mundo #4 p. 204	Participation in discussio and in group activities.

SOCIAL STUDIES - 4th Grade

UNIT I RULES FOR INDIVIDUAL CLASSROOM
- A. Rules for classroom
- B. Children's participation in making rules

UNIT II DEMOCRATIC PROCESS
- A. Review of election process
- B. Investigate necessary qualities for served elective offices
  Pres- Vice pres. - etc.
- C. Discuss methods of choosing leaders in other countries--
  contrast to U.S.
  1. Russia
  2. China
  3 Mexico
  4 England

UNIT III THE GLOBE
- A Hemispheres - North, South, East, West
  1. equator
  2. prime meredian
- B. Continents
- C Lines of latitude and longitude

UNIT IV HISTORY OF MEXICO
- A Review of Bering Strait Theory and migration southward
- B. Development of different tribes
- C. Development of different tribes and civilizations
  such as chichimecas, aztecas, mixtecas, etc.
- D. Emphasize the Aztecs beliefs, life, food, clothes, etc.
- E Discovery of America (Review)
- F. Attack of Spaniards on the Aztecs
  Methods of deception used
  Moctezuma
  Cuauthémoc
  Involvement of other tribes in the war
- G. Fall of Aztec Nation
- H. Arrival of more Spaniards
- I. Beginning of Spanish colonization
- J. Important people - (Viceroy) in New Spain
- K. Explorations north
  Talk of several expeditions
  1. Coronado
  2 Oñate
  3 Sosa
  4. etc.

UNIT V NEW MEXICO HISTORY
See Section on New Mexico History

UNIT VI SETTLEMENT OF EASTERN PORTION OF U.S.
- A Who- conquered-from where-why
  1 conditions in England
- B Pilgrims- life- further immigration
  1 colonies
- C Reasons for trouble between England and Colonies
- D. Revolution
- E. Bill of Rights, Declaration of Independence
- F. Beginning of US
- G Westward movement

UNIT VII STATES OF OUR NATION

A. Life and peoples of Eastern states
B. Life and peoples of Southern States
C. Life and peoples of Mid-western and plains states
D. Life and peoples of Western states
E. Life and peoples of Alaska and Hawaii

UNIT VIII ECOLOGY AND CONSERVATION

A. Identify problems of Ecology and conservation and their effect on the future.
B. How children can help in solving these problems

UNIT IX PRESENT DAY MEXICO

A. Regions and terrain
B. Life in cities- industries
C. Life in the country (agriculture)
D. Customes and habits, clothing, food
E. Celebrations and fiestas
F. Schools
G. Government
H. Points of interest

UNIT X REGIONS OF THE WORLD

A. Deserts-life and peoples
B. Costal Lanis-life and peoples
C. Tropical Rainforests-life and peoples
D. Plains-life and people
E. Mountains-life and people

(Refer to Laidlaw Regions and Social needs social studies series for specific areas included in these regions)

UNIT XI I AM ME- THE ONLY ME IN THE WORLD

A. Develope understanding of self and others
   1. acting
   2. feeling
   3. being

Duso Kit Manual Unit V-VIII

FOURTH GRADE

SUBJECT: SOCIAL STUDIES

UNIT TITLE: RULES FOR CLASSROOM

UNIT 1 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To establish working set of rules for classroom. To review school rules.	Rules for classroom School rules	With children establish rules for classroom. Review school rules concerning library, cafeteria, halls, playground.		Do children understand and adhere to the rules?

FOURTH GRADE

SUBJECT: SOCIAL STUDIES

UNIT TITLE: DEMOCRATIC PROCESS

UNIT 2 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To reinforce the concept of elections and their use in our governmental process.	elections how what where why when	Discuss the concept of elections-why, where, what, when, how. Complete review Use forthcoming presendential election as a reference point.		Can child express in his own words what he knows about elections

FOURTH GRADE

SUBJECT: SOCIAL STUDIES

UNIT TITLE: THE GLOBE

UNIT 3 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach concept of the 4 hemispheres of world and the dividing lines.	4 hemispheres equator prime meridian	With the globe point out position of equator and N & S hemispheres have children identify equator North and South Hemisphere. Repeat process for prime meridian and east and west hemispheres	globe	Can child successfully locate the 4 hemispheres and the prime meridan and equator and know names of all terms.

FOURTH GRADE

SUBJECT: SOCIAL STUDIES

UNIT TITLE: HISTORY OF MEXICO

UNIT 4 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To review and reinforce theory of origin of man on our continent. To introduce varied theorys of the origin of man on this continent.	Theory of Bering Strait Theory of Atlantis, etc.	Have several children give theory of Bering Strait. Introduce new theories as possibilities.	Maps	Can child give at least one theory for the origin of man on this continent.

FOURTH GRADE

SUBJECT: SOCIAL STUDIES

UNIT TITLE: NEW MEXICO HISTORY

UNIT 5 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation

Mrs. Gill prepared a unit on New Mexico which follows the Social Studies unit. Please refer to this.

FOURTH GRADE

SUBJECT: SOCIAL STUDIES

UNIT TITLE: SETTLEMENT OF EASTERN PORTION OF U.S.

UNIT 6 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach concept of another settlement on the Eastern coast of U.S. by English and other European people.	The first settlement at Plymouth rock and the reasons for the founding of this settlement.	Review with children. Discuss conditions in England discriminating against this religious sect, etc. Discuss the journey to the New Land-Live Hardships and likewise for the beginning of the settlement.	Check library for study prints book, films etc. for this unit--	Have children write experience stories for this lesson--

FOURTH GRADE

SUBJECT: SOCIAL STUDIES

UNIT TITLE: STATES OF OUR NATION

UNIT 7 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach the regional life styles of people in certain portions of the U.S.	Life styles of people in the Eastern states.	Study different life styles of people in these regions such as major occupations and living habit. Review the terrain and climate and its effect on the peoples way of life.	Study prints-books film-strips Check in library for these Maps	Have children keep a notebook of facts on the regions.

FOURTH GRADE

SUBJECT: SOCIAL STUDIES

UNIT TITLE: ECOLOGY AND CONSERVATION

UNIT 8 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To reinforce the concept of pollution and the problems caused by pollution.	pollution of land, air and water and cause and effect	Review pictures of pollution of land, air and water. Review effects of pollution on human being	Teacher made check in library "Anita Campanita"	Does child understand what pollution is and its causes. Have him enumerate causes of pollution.

FOURTH GRADE

SUBJECT: SOCIAL STUDIES

UNIT 9 LESSON 1

UNIT TITLE: PRESENT DAY MEXICO

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To provide concept of country other than our own U.S.A. to teach concept of different regions and terrian of the country.	Regions and terrian	Begin notebook--view pictures of the various terrains, regions and climates of the country. Write or illustrate for notebook.	Social studies unit on Mexico Get-ston company (Spirit) Duplicating edition page 1 Bilingual Center Study prints-- Teachers own resources filmstrips check library	Keep a notebook on Mexico.

BEST COPY AVAILABLE

FOURTH GRADE

SUBJECT: SOCIAL STUDIES

UNIT TITLE: REGIONS OF THE WORLD

UNIT 10 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach concept of life and different types of deserts all over the world and life on these deserts.	Deserts of the world	Review pictures of each type of desert--discuss each desert concerning vegetation slight climatic differences etc.-- Discuss life of people that have been affected by climate of region	Refer to Laidlaw Social Studies series--- Regions and Social Needs unit on Deserts	Does child understand the concept of different desert vegetation and people?

FOURTH GRADE

SUBJECT: SOCIAL STUDIES

UNIT TITLE: I AM ME THE ONLY ME IN THE WORLD

UNIT 11 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
) develope understanding of elf and others.	acting, feeling, being	Duso Kit Manual Unit No. 4	Duso KIT Manual Unit No. 4	

FOURTH GRADE

SUBJECT: NEW MEXICO

UNIT 1 LESSON 1-5

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Review of N. Mex. History History to present day.	State songs Bird Flag Capital Important Dates in N. Mex. History	Sing the state songs and illustrate them. Begin a booklet on New Mexico including in it the flag, song, bird, and flower of the state. Also pictures of important events in New Mex. history.	Pictures of state bird, flower, and flag.	Pupils will be able to tell state capital, bird, and flower, when N. Mex. became a state, and Name of state song.

FOURTH GRADE

SUBJECT: NEW MEXICO

UNIT 2 LESSON 1-5

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Learn about the cities around the state.	Cities of N. Mex.	Write letters to the Chambers of Commerce of various cities in N. Mex. requesting information. Make reports on different cities in state. Make a chart on how different cities in the state got their names. Continue New Mexico booklet.	N. Mex. Magazine Pamphlets on N. Mex. N. Mex. place names Ed. Ser. Center Postage at center office	The pupil will be able to tell about and locate 3 cities in the state.

FOURTH GRADE

SUBJECT: NEW MEXICO

UNIT 3 LESSON 1-5

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To realize our state has many attractions.	National parks and monuments. State parks and monuments.	Make reports on different tourist attractions in the state. Make maps for N. Mex. booklets showing parks and monuments.	Your guides Information from state Chamber of Commerce	Pupils will be able to name at least 3 tourist attractions.

FOURTH GRADE

SUBJECT: NEW MEXICO

UNIT 4 LESSON 1-5

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To learn about our state government.	Counties Representatives Senators Governors	Study a map of N. Mexico showing the various counties. Make a map showing counties for N. Mex. booklet. Make reports and how we get our senators, representatives, and governor, and when and where they met, etc. Make reports on different Governers we have had.	N. Mex. map showing counties.	The pupils will be able to tell how many counties senators, and representative we have and who the governor is.

FOURTH GRADE

SUBJECT: NEW MEXICO

UNIT 5 LESSON 1-10

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To learn the important idustries of the state.	Farming Ranching mining Oil Space industry	Make a 4' X 6' salt map showing the various industries in the state Perhaps make small derriks for the oil industry, cows for ranching, etc. Make individual maps for N. Mex. booklets showing industries. Have report by pupils make on each industry. Have at least 1 person from each industry visit the class and tell about it.	A Journey Through New Mexico History Ed. Ser. Center	Finished product.

ENGLISH AS A SECOND LANGUAGE - Grade 4

UNIT I DAILY LESSONS 1-45
UNIT II DAILY LESSONS 46-91
UNIT III DAILY LESSONS 92-135
UNIT IV DAILY LESSONS 136-180

activities in units
A. brainstorming
B. vocabulary building
C. describing
D. story making
E. information
F. conversation
G. looking
H. listening
I. classification
J. rhyming
K. relationship reasoning
L. speech dev.
M. patterning
N. dramatization
O. following dir.
P. sentence building

UNIT V SUPPLEMENTARY MATERIALS FOR LISTENING AND READING
"Our Listening Heritage"
"Stories"-taped

UNIT VI TEACHER'S MANUALS
Michigan Oral Lang. Series
Economy "Oral English"
Introducing Oral English
Teaching English Early
Professional:
Teaching English as a Second Language by Mary Finocchiaro

UNIT II BIRTHDAY LIST OF ALL children who have birthdays in a certain month
UNIT III Birthday Song
UNIT IV Special privileges
UNIT V Bulletin board with childs' picture and parents
A. names of parents
B. Names of grandparents
C. Addresses
D. Occupations
UNIT VI OTHER BIRTHDAYS (research)
A. Names and origin of place of birth
B. Town or City in which child resides
C. School
D. County and state
E. The United States
F. etc.

Lesson 111
1. Names all the things that can go up and down
2. Game "Fur or feathers"

Lesson 112
1. Voc. bldg. Concentration
2. Reasoning: ans. questions

Lesson 113
1. Rhyming
2. Following directions

Lesson 114
1. Story time
2. Think about things that come in 2's, 3's, 4's, 5's

Lesson 116
1. Sequences of numbers & words p. 197
2. Speech dev. Different meanings of "still".

Lesson 117
1. Voc. bldg.
2. Think of good endings

Lesson 120
1. Animal talk
2. Sentence bldg.

Lesson 121
1. Brainstorming
2. Classification
3. Sentence bldg.

Lesson 122
1. Think before you raise your hand to answer questions.
2. Pattering activity

Lesson 123
1. Choosing and pantomining an occupation
2. Rhyming and following directions

Lesson 124
1. Listen to story of "The Legend of Inchcape Rock"

Lesson 127
1. Voc. bldg. (Some words in English do not always mean exactly what they say when they are put together.)
butter fly butterfly pig tail pigtail

Lesson 128
1. Imagination: "What if" game
2. Riddles
3. Shapes-in-Color Cards p. 219

Lesson 130
1. Sentence bldg.

Lesson 131
1. Speech dev. Using You are, He is, We are, They are, correctly.

Lesson 132
1. Voc. bldg. (blue, blew)
2. Reasoning: MITTEN; THE KITTEN

Lesson 134
Taped story of "William Tell"

FOURTH GRADE

SUBJECT: E S L

UNIT TITLE: ENGLISH AS A SECOND LANGUAGE LEVEL III

UNIT 1 LESSON 12

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach meaning and use of signs.		Vocabulary building time Teacher holds up sign cards-one at a time saying: Today we're going to talk about some signs we see that tell us different things. Card S-1 what is this? What does it mean? What is it for? What does it tell us to do? Reasoning time-p. 17 Make sentences and point or designate appropriate picture or pictures.	sign and symbol cards S-1 through S-12 Children made signs of different kinds.	Children will learn to observe signs and know the meaning of different signs.

FOURTH GRADE

SUBJECT: E S L

UNIT TITLE: OBSERVING FOR DETAIL LEVEL III

UNIT 2 LESSON 2

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To become alert in looking for different things in pictures. To gain motor coordination. To learn names of classmates.	Voc bldg. Activity	Vocabulary building-Activity cards. Name as many different things in the picture as he can see. Instructor repeats responses to set a good speech model. Patterning-- Introduce Puppet-"Jay Hawk" and have the children introduce themselves to him. Demonstate rhymic pattern Slap knees with both hands once Clap hands together Snap fingers on right hand Snap fingers on left hand. Right hand fingers-say Jay Hawk Left hand finger-someone else's Continue until everyone has a turn.	Activity cards (A-1-A-9) Puppet-Jay Hawk	Children will look keenly at pictures to find more things. Drill on motor coordination activity. Learn names of classmates and friends.

FOURTH GRADE

SUBJECT: E S L

UNIT TITLE: SENTENCE EXPANSION LEVEL III

UNIT 3 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To involve as many children as possible and aid them in acquiring a feeling of success.		Language time will start with a thinking game. Instructor says a word children think of all the things that might go with the instructors word or words. Classification time. Listen very carefully to see which of the following go together boy -- father – run. Boy and father go together. Sentence building: Instructor points something in the room then points to a child. The child must make a sentence using the name of the thing the instructor signified.		Every child in the group will be able to respond to the activities involved.

FOURTH GRADE

SUBJECT: E S L

UNIT 4 LESSON 131-part 2

UNIT TITLE: CLASSIFICATION TIME

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To learn to use names for the different catagories.		Instructor writes this outline on the chalkboard. T I P . flowers-tulip-iris-petunia house-tent-igloo-place house-tent-igloo-palace person-teacher-Indain-policeman The children are to think of words to fill the boxes. Write appropriate words in boxes beginning with letter above: F U N People where words people book B E N Time signs jobs A good game to use in small groups. Each group could work in different catagory.		The children will learn different names of flowers, houses, persons, etc.

FOURTH GRADE

SUBJECT: E S L

UNIT 5 LESSON 21

UNIT TITLE: CLASSIFICATION LEVEL III

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Teach the children to think. Allow time for responses. To review words that go together. To know the initial sound words presented.		Brainstorming p. 29- Have children think of as many words as possible that relate with the following: 1. dinner 3. travel 2. work 4. reading 5. snow and ice Ex.-dinner-(food, things to cook with, eat with, eating, etc.) Classification: things that go together. Speech Development - Which sound is found in these words: go - gun - get - (guh sound) Continue as time and interest permit.		Children should be able to get the idea and have an easier time in making responses. Children should know the consonant sounds.

FOURTH GRADE

SUBJECT: E S L

UNIT TITLE: TELLING TIME LEVEL III

UNIT 6 LESSON 23

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Teach uses of the clock. Teach the hours on the clock.		Tell about the use of the clock. Rhyming-listening to poem Supply missing word. The missing word is a rhyming word and will tell you which clock face is correct. Following directions.	Time Cards (T-1-T-12)	Child should be able to name some uses of the clock. Should be able to tell the hour that says its' noon. Tell when it's recess time. Tell when it's time to go home. Tell time school work begins each morning.

FOURTH GRADE

SUBJECT: E S L

UNIT 7 LESSON 45

UNIT TITLE: DICTIONARY USAGE LEVEL III

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Learn to define words. To use the dictionary.		Information-list of words previously studied by children. Instructor says a word and calls volunteer to tell what it means: Involve as many children as possible. Classification Say four words-Ask child to pick two words that go together. Memory Time Review of music cards Play record. If a child knows the instrument he hears he holds up his hand.	Color chips Musical Cards (M-1-M-19) Record 1-Sounds of Instruments Meet the Instruments	Children will be able to find and define words by using the dictionary.

FOURTH GRADE

SUBJECT: E S L

UNIT 8 LESSON 50

UNIT TITLE: ASSOCIATIVE PROPERTIES LEVEL III

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To listen to record and make a story of sounds heard. To learn to think facts. To follow initial clues.		Listen to record of sound sequences p. 71-2 Have children think about what they hear and make up a story about these sounds. Speed up time-Use stop watch name as many answers as possible in one minute. 1. means of transportation 2. names of animals 3. names of states 4. names of tools 5. names of birds 6. makes of cars 7. names of cities 8. names of instruments Sentence bldg. Completing sentences using first letter of the missing word as the clue. Ex. - A baby sheep is called (lamb).	Color chips Record 3-Listen and tell a story (side 1) Stop watch	Children should be able to identify sounds and tell about them. To name at least 5 thing in the category chosen. To follow context clues as well as initial letter clue for word missing in sentence.

FOURTH GRADE

SUBJECT: E S L

UNIT TITLE: RECOGNITION FROM CONTEXT LEVEL III

UNIT 9 LESSON 131-part 11

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To stimulate understanding of the idea that specific changes in structure are dependent on the context within which the word is used.		p. 220 Game Using some strange---made-up words in sentences, ex. Here's a snurg. Here are two snurgs. What do you think snurg means? Have children write many original sentences using strange words. This is particularly of interest to the poor spellers in the group.		The children will realize the importance of context clues.

FOURTH GRADE

SUBJECT: E S L

UNIT 10 LESSON 131-part 3

UNIT TITLE: SENTENCE BUILDING (PLDK LEVEL III)

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To extend the sentence by the use of a conjunction.		Teacher says the first part of a sentence and the child repeats this part and finishes the sentence in as many different ways as possible using and, but, or, for, so, yet, nor. Go over this exercise orally and then let each child complete the mimeographed sheet independently.	Mimeographed copies for each child.	Children will be able to use the conjunction and, but, or, for, yet, nor to connect words or sentences.

MULTICULTURALISMO

level 4

UNIT I CIVISMO
- A. Árbol de Familia
- B. "¡Yo soy, Quién Soy!" (Orgullo)

UNIT II HERENCIA NUEVO MEJICANA
- A. Pobladores del este de los E.U.
  - 1. (fur traders)
  - 2. Mercanceros
    - a. caracteristicas
    - b. ambiciones

UNIT III UNA SOCIEDAD NUEVA
- A. Términos Nuevos
  - 1. Mestizo
  - 2. Mulato
  - 3. Criollo
  - 4. Sambo
- B. Mezcla de Razas
  - 1. Española
  - 2. Mexicana
  - 3. India
  - 4. Anglo-Americana

UNIT IV PERSONAJES IMPORTANTES ESTATALES DEL PASADO
- A. Biografías
  - 1. Coronado
  - 2. etc.

UNIT V PERSONAJES IMPORTANTES ESTATALES DEL PRESENTE
- 1. Senator Montoya
- 2.
- 3. etc.

UNIT VI PERSONAJES IMPORTANTES MUNDIALES
- A. Biografías
  - 1. Marco Polo
  - 2. Napoleon
  - 3. Krusher
  - 4. etc.

UNIT VII COMIDAS MULTICULTURALES
- A. Preparar menues
  - 1. de comidas mejicanas
  - 2. de comidas indíjenas
  - 3. de negro
  - 4. europeas
- B. Cocinar
  - 1. comidas mejicanas
  - 2. comidas indíjenas
  - 3. comidas de negros

UNIT VIII ARTE MULTICULTURAL
- A. Joyas indíjenas
  - 1. construir
  - 2. discusión
- B. Joyas Mexicanas
  - 1. construir
  - 2. discusión

UNIT VIIII LITERATURA MULTICULTURALES

A. Lectura
   1. Literatura mexicana
   2. Literatura indíjena
   3. Literatura europea
   4. Otras

B. Escritura
   1 Síntesis

UNIT IX MUSICA MULTICULTURAL'

A. Escuchar diferentes tipos
B. Cantar (todo el año)
C. Tocar instrumentos

UNIT X BAILABLES

A. Escuchar
B. Bailar

UNIT XI TEATRO

A. Escoger de "Teatro Para Mis Niños" obras teatriales para diferentes temporadas del año.
B. Preparar las obras
C. Presentarse

FOURTH GRADE

SUBJECT: MULTI-CULTURALISM

UNIT TITLE: CIVISMO

UNIT 1 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
We are but a continuation of past generations. Students will learn of their past generation as far as we can go and will be able to fit their immediate family and themselves in their family tree.	A study of past generations up to the present.	General discussion to see how far back they remember. Students will be given ditto sheets with family trees to fill out. What they can't do in class they will take home.	Family tree dittos. Home information.	The completion of their family tree.

FOURTH GRADE

SUBJECT: MULTI–CULTURALISM

UNIT TITLE: HERENCIA NUEVO MEXICANA

UNIT 2 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
A blending of cultures makes our New Mexico society. The student will learn about eastern settlers, their ambition and contribution to their part of the country.	Other settlers blend into New Mexico, the furtraders.	Teachers will find in reference books necesary information concerning subject. Presentation Discussion Illustration Coloring sheets Written reports	Reference books Library books Film ''The Frontiersman'' Coloring sheets	The written report.

FOURTH GRADE

SUBJECT: MULTI-CULTURALISM

UNIT TITLE: UNA SOCIEDAD NUEVA

UNIT 3 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
The blending of cultures brings new terms for people. The student will be able to define each of the four new terms introduced.	New terms for new societies.	Teachers will introduce words as she writes them on board. She will define and open for discussion. She will write definition on board. Students will copy all. Students will after studying take a definition quiz.	Reference books for exact definition. Appropriate books for which to expand freely into the blending.	Definition quiz.

FOURTH GRADE

SUBJECT: MULTI–CULTURALISM

UNIT TITLE: PERSONAJES IMPORTANTES ESTATALES DEL PASADO

UNIT 4 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Many great men contributed to the making of our state. Students will learn about a few great men and their lives and their contributions. They will be able to expand on anyone.	A study of past great men from New Mexico.	Students will be given a list of names. Teacher will briefly discuss about each. Students will pick one and make a report. Biography that will be read to class.	From history books, both English and Spanish, a list will be made. Students will use reference books from library or specific biography books. Check center for available materials. Suggested material: "150 Biografias de Mexicanos Ilustres" por Heriberto Garcia Rivas	Written biography Reading of each.

FOURTH GRADE

SUBJECT: MULTI–CULTURALISM

UNIT TITLE: PERSONAJES IMPORTANTE ESTATALES DEL PRESENTE

UNIT 5 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
It takes dedicated men to run our state. Students will learn names and positions held.	Today's men that run our state.	Students will be given a list of names. Teachers will briefly discuss each. Students will each pick one to make a written report. Report will be read to class.	Reference library books. Check center for available materials.	Written report Oral report

FOURTH GRADE

SUBJECT: MULTI–CULTURALISM UNIT TITLE: PERSONAJES IMPORTANTES MUNDIALES

UNIT 6 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
The world has produced many great men and we are thankful for their contributions. Students will be able to name great world leaders and their contributions to mankind.	World leaders and their contributions.	Students will be given a list of world leaders. Teacher will briefly talk about each. Students will pick one to make a written report. Student will read report to class.	Reference books Check center for other available materials. Text- ''Mighty Hard Road'' ''Cesar Chavez''	Written report Oral report

FOURTH GRADE

SUBJECT: MULTI–CULTURALISM

UNIT TITLE: COMIDAS MULTICULTURALES

UNIT 7 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Many different foods constitute a menu for different cultures. Students will, by being exposed to different foods and some their taste, be able to form their own criteria for these foods.	Foods and the making of prepared dishes.	Project end is to formulate a cookbook by compiling a series of recipes. Students will copy recipes and directions off board. Students will pick food to be made and tasted at school.	Text: Learning English Early. (ESL) Many other cookbooks at center. Teacher should make choices. Teacher will provide necesary ingredients for the making of certain foods.	By teacher observation. General attitude displayed by all and the finished product of their cookbook.

FOURTH GRADE

SUBJECT: MULTI–CULTURALISM

UNIT TITLE: ARTE MULTICULTURAL

UNIT 8 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Art as a means of expression and creativity for any culture. Students will be research and actual making, of art products from an appreciation for this kind of beauty.	Native arts and their makings.	Teachers will show several art illustrations. Possibly some cultural art films. Teacher will divide class into groups for art projects. 1. "Artesanias Indijenas" -bead work- (Some form of jewelry) 2. "Artesanias Mexicana"	Art illustrations Necesary materials for art work.	Finished product.

FOURTH GRADE

SUBJECT: MULTI–CULTURALISM

UNIT TITLE: LITERATURA MULTICULTURAL

UNIT 9 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Literature, as a means of self expression in any culture. Through a reading series, the student will learn to identify the culture and appreciate its values.	Readings of different forms of literature.	Teacher will provide a series of literature depicting cultural values or patterns. Students will divide into at least four groups and every day one at a time will tell and discuss about their particular book.	Text: "33 Cuentos Mexicanos" por Felipe Sánchez Margería (for reading outloud) Teacher will pick adequate reading fourth grade material.	Written short report on book read. Participation in group discussion.

FOURTH GRADE

SUBJECT: MULTI–CULTURALISM

UNIT 10 LESSON 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Same as grade 3, please copy and add; Students will be able to classify instruments shown as to being brass, woodwinds, string, and percussion.	Listening of records, playing and classifying correctly.	Activities will be in the manner as the third grade only once again in an expanded manner. Recording will also be used. Individual performance will be initiated with choice of song and mayte instrument. Classification of instruments will be taught. (Woodwinds, brass, string, percussion)	Records will be found in center accordingly from each culture. Instruments (basic)	Participation in group and individualized performance. (Singing and playing) Written test or identification of instruments and their classification.

FOURTH GRADE

SUBJECT: MULTI–CULTURALISM

UNIT 11 LESSON 1

UNIT TITLE: BAILABLES

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Dancings as a means of expression and their differences of likenesses. Students will perform in at least two native dances to be taught during the year.	Listening and learning of steps.	Teacher will select dances to be taught throughout the year. Steps will be taught. Dances will be performed.	Records Costumes	General participation and attitudes toward subject.

FOURTH GRADE

SUBJECT: MULTI–CULTURALISM

UNIT TITLE: TEATRO

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Role playing or acting is also a means of expression for any culture. The student shall be placing himself in a role, learn of cultural values and living.	Plays for drammatization.	Teacher will pick appropriate plays to be divided during the school year. Students will assigned or volunteer for role playing. Presentations of drama will be made in an assembly form to the bi-lingual classrooms.	Text: "Teatro Para Mis Niños" "Teacher's Handbook" by Medina Much more material is available at center.	Performance or willingness to cooperate.

MATEMATICA PARA LA EDUCACION PRIMARIA ●
SPAN. MATH LAB ●
MODERN MATH THROUGH DISCOVERY ●
FOOTBALL MATH ●

SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM TITLE VII
ARTESIA PUBLIC SCHOOLS 1106 W QUAY AV.

CRITERION REFERENCED INVENTORY MATH IV

COMMENTS: (COMPLETE WHEN STUDENT LEAVES YOUR CLASS AND SEND WITH PERMANENT RECORDS)

DATE ENTERED _____ DATE LEFT _____

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MATH ENG/SPAN.

MULTIPLICATION 1-12	●
ADDS TO THOUSANDS	●
BORROWS TO THOUSANDS	●
MULTIPLICATION OF 3 DIGITS	●
DIVISION OF 3 DIGITS	●
TRIANGLES' SCALENS, ISOCLES, ACUTE	●
RHOMBUS, CONE, PYRAMID	●
ROMAN NUMERALS	●
+ and - WITH PROPER FRACTIONS	●
LINEAR MEASUREMENT RODS, MILES	●
WORD PROBLEMS WITH FRACTIONS	●
CONVERTING FRACTIONS	●
ROUNDING OFF BY 5 and 10	●
	●

CURRICULUM GUIDELINES IV

TODYA'S BASIC SCIENCE

LA CIENCIA IV

SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM TITLE VII
ARTESIA PUBLIC SCHOOLS 1106 W. QUAY AV.

CRITERION REFERENCED INVENTORY HEALTH/SCIENCE IV

COMMENTS: (COMPLETE WHEN STUDENT LEAVES YOUR CLASS AND SEND WITH PERMANENT RECORDS)

DATE ENTERED _____ DATE LEFT _____

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HEALTH/SCIENCE

RELATES WELL WITH PEER GROUP	●
KNOWS PLANT STRUCTURE	●
CAN CLASSIFY INSECTS BY STR.REPROD.SOCIAL HABITS	●
KNOWS EROSION-WEATHERING	●
UNDERSTANDS MAN MADE CHG.	●
KNOWS WATER TABLE	●
KNOWS GRAVITATIONAL EFFECT ON TIDES	●
KNOWS IMPT.SCIENTISTS	●
KNOWS CIRCULATORY SYSTEM	●
[illegible]	●
KNOWS MOLECULAR STRUCT. OF BASIC ELEM.WATER,AIR	●
[illegible] AND FORCASTING OF WTHR.	●

SOCIAL STUDIES

●	IS SENSITIVE TO FEELINGS OF OTHERS
●	HAS RESPECT FOR AUTHORITY
●	CAN NAME PRESIDENT
●	CAN NAME VICE-PRESIDENT
●	KNOWS HOW LAWS ARE PASSED
●	KNOWS STATE AND NATIONAL OFFICIALS
●	KNOWS VOTING PROCESS
●	CAN NAME GOVERNOR
●	CAN NAME LIEUTENANT GOVERNOR
●	CAN NAME AND LOCATE ALL SURROUNDING COMMUNITIES
●	SHOWS CITIZENSHIP PRIDE
●	KNOWS SIMPLE U.S. FACTS

SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM TITLE VII
ARTESIA PUBLIC SCHOOLS 1106 W. QUAY AV.

SOCIAL STUDIES/MULTICULTURALISM LEVEL IV

CRITERION REFERENCED INVENTORY

COMMENTS: (COMPLETE WHEN STUDENT LEAVES YOUR CLASS AND SEND WITH PERMANENT RECORDS)

DATE ENTERED _____ DATE LEFT _____

MULTICULTURALISM

KNOWS ETHNIC HEROES	●
APPRECIATES NEW MEXICO HERITAGE	●
KNOWS PHYSICAL GEOG. OF NEW MEXICO	●
KNOWS NABORING COUNTRIES	●
KNOWS VALUE OF BICULTURAL	●
SHOWS TOLERANCE FOR DIFFERENT CULTURES	●
KNOWS 5 CULTURAL DANCES	●
READS CROSS CULTURAL MATERIALS	●
IDENTIFIES 5 CULTURAL HEROES	●

S. S. L.

●	EXPLICA LIBREMENTE UNA PÁGINA DE MATERIAL ESCRITO
●	PUEDE PREPARAR Y PRESENTAR UN DISCURSO DE 5 MINUTOS
●	ESCRIBE PÁRRAFOS ESPONTANEAMENTE
●	SABE LOS PAISES DE HABLA ESPAÑOL Y ALGO DE LAS PERSONAS Y COSTUMBRES
●	SABE CANCIONES Y BAILES CULTURALES
●	COME COMIDA RELACIONADA A LA CULTURA
●	USA EL DOBLE NEGATIVO CORRECTAMENT ORAL Y ESCRITO
●	CORRIJE SUS PROPIOS ERRORES
●	EVITA ERRORES GRAMATICALES
●	SABE LOS SIETE TENSOS DE VERBOS Y LOS USA CORR.
●	APRECIA LA LITERATURA Y PUEDE ESCRIBIR POESÍA

TEACHER PREPARED MAT.

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SPANISH AS A SECOND LANGUAGE - ENGLISH AS A SECOND LANGUAGE
LEVEL IV
CRITERION REFERENCED INVENTORY

COMMENTS: (COMPLETE WHEN STUDENT LEAVES YOUR CLASS AND SEND WITH PERMANENT RECORDS)

DATE ENTERED _____ DATE LEFT _____

E. S. L.

CAN PARAPHRASE A PAGE OF READING	●
CAN DELIVER A 5 MINUTE ORATION	●
CAN WRITE SPONTANEOUS PARAGRAPHS	●
KNOWS ABOUT PEOPLE AND CULTURE WHERE ENGLISH IS SPOKEN	●
EATS AND DANCES	●
KNOWS THE REASON FOR HOLIDAY CELEBRATIONS OF CULTURE	●
EATS FOOD ASSOCIATED WITH THE CULTURE	●
AVOIDS USE OF DOUBLE NEGATIVE	●
AVOIDS GRAMATICALLY INCORRECT SPEECH	●
CORRECTS INCORRECT SPEECH	●
CAN WRITE ALL FORMS OF " TO BE "	●
APPRECIATES POETRY AND CAN WRITE A POEM	●

SPANISH READING

ENGLISH READING

| | | |